## Tutor notes

This will be run as two groups of 4 universities with 2 or 3 tutors per group (tutors should be academic and IET, with someone familiar with building online quiz questions in each group) and one group comprising YUDE and MUDE which Andy Lane will tutor.

OfDL covers 2 sessions (Wed am).

Check that participants are sitting in their University teams.

The aim is for each team to write and build one or more online quiz questions, and to demonstrate the quiz questions at the end of the session. The quiz questions should be interactive with multiple tries (see Quiz Behaviours slide 6).

Participants have been asked to bring their laptops and will need to work online to build the quiz questions.

There is a set of QfDL slides. Each slide has some notes for tutors which are not duplicated here. You may find it helpful to print the slides with the notes.

There are 3 activities in this session which are integrated into the slides.

### Handouts and resources needed for the 3 activities

Flip chart paper, pens, stickies, blue tac

Activity 2 Write and build an online quiz question - handouts:

* Step by step guide to **writing** a quiz question (x1)
* Step by step guides to **building** a quiz question (1 x calculate, 1 x multiple choice, 1 x text drag and drop, 1 x image drag and drop).

Activity 3 Link the process words and cognitive levels - resources:

* A1 colour cognitive levels pyramid (ideally on the wall)
* Individual process word cards
* Process word definitions handout

### Summary of the activities and slides

**Activity 1** – is an icebreaker at the beginning of the session. In their team ask them to list the environmental issues that they think are the most important / worrying. Agree their top 3 concerns as a team, then share with the whole group. Tutor to group the answers into categories, e.g. climate change, pollution, health, drought, flooding, extreme weather etc. They have the option to use this information later as topics for their quiz question. Suggest tutors have a back up concerns / quiz topic is the outcomes are not ‘suitable’. Estimate will take about 20 mins.

**Slides**. Then a short presentation of the next 14 slides (before Activity 2) which cover:

* What do we mean by ‘quiz’?
* Why use quizzes
* Quiz behaviours – today’s session is about writing and building an interactive question with multiple tries
* Quiz question types – calculate, multiple choice, drag and drop
* Example of a calculate question
* Example of a multiple choice question with multiple tries
* Example of drag and drop
* Difficulties with writing quizzes

**Activity 2 - write and build an online quiz question**. Start activity 2 (which continues through the morning). There is a handout which gives a step by step guide. Decide on a topic and quiz question type. Use multiple attempts and stepped feedback. Develop on paper and test them out. Once the team is happy with the Qs the IT / support staff can start to build.

**Mid-morning break during Activity 2**

**Slides**. After the break there are a few slides to present to set the context for Activity 3 before IT / support staff continue with building the quiz:

What are learning outcomes?

What are process words?

Cognitive (or thinking) levels – pyramid

Cognitive levels – meaning

Cognitive levels – example questions

**Activity 3 – Link the process words and cognitive levels.** Select individual process words cards and place on the relevant level on the pyramid. The format can be flexible. You could have just the academics completing this activity, whilst the IT staff continue to build the quiz questions. In which case you could have one or two pyramids on the wall away from where the IT/support staff are working and get the academics to work in pairs to pick the individual process words and place on the relevant cognitive level. If the IT staff are struggling to get online then this activity could work with one pyramid per team and complete it on their desk or the wall. You will need blue tac or similar to attach the cards to the pyramids. Note that this activity is likely to prompt discussion of the meaning of the process words and there is a translated handout of definitions.

**Slides**: - there is an Activity 3 suggested ‘answer’ slides – although note that often process words can fit in more than once category.

Activity 2 continued. Do they want to change / revise the quiz question in light of the cognitive levels and process words activity?

At the end of the session demonstrate the individual quiz questions to the whole group. Hopefully they can plug their laptop into the projector. If they put all the questions together do they have a good quiz?

Final 2 slides with where to find further guidance and summary.